DOCUMENT RESUME

ED 102 174 95 TM 004 143

TITLE IEA Six-Subject Survey Instruments: Teacher Questionnaire: Mother Tongue (Reading Comprehension and Literature).

INSTITUTION International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

SPONS AGENCY Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England).; Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden).; Volkswagen Foundation, Hanover (West Germany).

NOTE 21p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

DESCRIPTORS *Academic Achievement; *Comparative Education; *Cross Cultural Studies; Literature; *Questionnaires; Reading; Reading Comprehension; *Teachers

IDENTIFIERS *International Evaluation Educational Achievement

ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here is a questionnaire for teachers of Reading Comprehension and Literature which surveyed such information as amount of training, duties, teaching methods, classroom time allocations, instructional goals, etc. Answer keys and statistical data can be found in ED 084 503. (RC)

ED102174

BEST COPY AVAILABLE

IEA SIX-SUBJECT SURVEY INSTRUMENTS

BEST COPY AVAILABLE

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2 IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators

Stage 3 IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

2: Student Population

1 = I
2 = II
3 = III
4 = IV
5 = I and II
6 = II and IV
7 = I, II and IV
8 = I and IV
S = IV Specialist
N = EA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Teacher Questionnaire - Mother Tongue

Data Bank Instrument Number TNM

TM004143

BEST COPY AVAILABLE

Teacher Questionnaire

The School Coordinator is responsible for passing on the Teacher Envelopes to the appropriate teachers and to do everything possible to ensure their return, completed. Each teacher is expected to fill in only two or three of the parts of the questionnaire. The parts which are appropriate are explained on the questionnaires themselves). Teachers should be requested to insert their completed answer cards into the Teacher Return Envelope which can then be sealed.

The School Coordinator should collect the Teacher Return Envelopes for return to the National Center.

TEACHER QUESTIONNAIRE

BEST COPY AVAILABLE

MOTHER TONGUE (MOTHER TONGUE INSTRUCTION) AND LITERATURE

The answers to these questions should be recorded in section IV of the enclosed answer card. Do not answer these questions if you do not teach Mother Tongue.

All teachers are requested to indicate a response to the first twenty-seven questions even though in some cases a question may appear not to be applicable.

1. Indicate whether you primarily

   A. teach literature as a separate subject,

   B. teach literature as part of instruction in the Mother Tongue,

   C. teach reading as a separate subject,

   D. teach reading as part of instruction in the Mother Tongue,

   E. teach reading and literature as part of instruction in the Mother Tongue.

How many weeks (full-time equivalent) in-service teacher training were you received during the last 5 years in each of the following? Please include also evening courses and other short in-service courses, counting 5 hours equal to one full-time day and 5 days equal to one full-time week.

2. In literature

   A. 0 weeks B. $\leq$ 2 weeks C. $>$ 2$\leq$4 weeks

   D. $>$ 4$\leq$8 weeks E. $>$ 8 weeks

3. In teaching skills of reading:

   A. 0 weeks B. $\leq$ 2 weeks C. $>$ 2$\leq$4 weeks

   D. $>$ 4$\leq$8 weeks E. $>$ 8 weeks

4. In linguistics:

   A. 0 weeks B. $\leq$ 2 weeks C. $>$ 2$\leq$4 weeks

   D. $>$ 4$\leq$8 weeks E. $>$ 8 weeks

5. In Pathology:

   A. 0 weeks B. $\leq$ 2 weeks C. $>$ 2$\leq$4 weeks

   D. $>$ 4$\leq$8 weeks E. $>$ 8 weeks

[redacted]

[illegible]

[illegible]

a. [illegible]

b. [illegible]

[illegible]

a. [illegible]

b. [illegible]

[illegible]

a. [illegible]

b. [

BEST COPY AVAILABLE

ACCOMPANYING NOTES

TEACHER QUESTIONNAIRE

"Population of Teachers to Whom Teacher Questionnaires should be Given"

Population I

All classroom teachers in selected schools who are teaching students aged 10-11 or younger. In large schools a sub-sample of this population of teachers can be taken. All selected teachers should be requested to complete the General Section of the questionnaire; if any are teaching science (in any form) they should be asked to complete the Science section; if any are also specific teachers of reading, they should be asked to complete the Mother Tongue section.

Populations II and IV

All teachers in selected schools who are teaching Science, (and Mother Tongue for countries testing in Reading Comprehension and/or Literature). All selected teachers should be requested to complete the General Section of the questionnaire; in addition, science teachers should be asked to complete the science section and Mother Tongue teachers, the Mother Tongue section.

Mother Tongue

The Dry Run Teacher Reading Comprehension and Literature Questionnaires have been collapsed into one Teacher Mother Tongue Questionnaire. All Mother Tongue teachers should answer Qs.1-27 and only Literature Teachers should then continue with Qs. 28-59.

Q. 2-6 These may be rephrased into hours or days in some countries where appropriate, but code in terms of the international code.
(6 hours = 1 day; 5 days = 1 week)

BEST COPY AVAILABLE

GENERAL NOTES

1. Instructions for all questionnaires should encourage all respondents to give a response to every item (except items 28-59 in the Teacher Mother Tongue questionnaire which M.T. teachers not teaching literature should omit). It is left to National Centers to frame the statement for their own countries. Indeed, test administration and school co-ordinators should be asked by National Centers to ensure that all questionnaire items are completed.

2. Obviously greater freedom is permissible in the translation of questionnaire items than in test items. In some instances items will have to be completely adapted for national use. However, where an international code has been provided, it is essential that the information is obtained nationally in such a way that the international coding can be applied.

3. In the stem of most questions the word "indicate" has been used. Where the National Center has decided to use an MRC answer card, the stem will have to be changed to read something like "indicate by blackening in the appropriate space on the answer card". Where punch cards will be returned by a National Center, their stem should be changed to something like "indicate by circling the appropriate letter below".

4. All questions in which the response indicates the grouping of a continuous variable, a short-hand convention using the signs $\geq$ (less than or equal to) and $<$ (greater than) has been used. National Centers should translate these signs into appropriate words for the respondents to the questionnaires. The convention has been used for the sake of accuracy.

5. Wherever Mother Tongue is printed in parentheses, the actual Mother Tongue should be inserted.

6. Where appropriate, national examples should be given in order to help respondents answer the questions accurately.

7. Unscaled Variables. Where it has been difficult to evolve an international scale which adequately represents different practices in participating countries, the variable has been designated as an international unscaled variable. National Centers are asked to formulate for each of these variables up to a nine-point scale which will

be appropriate for use within their country and which agrees with the general outline provided in the specific accompanying notes. The purpose of this outline is to ensure a certain uniformity of categorisation between the different countries, that is, all countries should collect data on the same dimension and ordered in the same way. It is important that National Centers transmit copies of their classificatory schemes to the IEA International.

8. In order to secure the most accurate information to questionnaire items, countries may wish to consider assigning several of the items as 'home tasks' for the student. Students would be asked to find out the answers to several of the items in preparation for completing the questionnaire. Such items which could profitably be assigned as 'home tasks' include: Father's Occupation and Father's and Mother's Education.

9. In a number of countries, students will require some guidance from teachers in answering questionnaire items. Such guidance is appropriate and desirable. It is quite possible that, in some situations, teachers will read questionnaire items aloud, discuss points of clarification, allow time for students to supply an answer and proceed to the next item. Such a step by step approach to the completion of the student questionnaire may be necessary at the 10-year-old level in various countries where students have had little or no experience with questionnaires. Where students may be expected to give the same answer (e.g.,number of students in class, grade student is in etc.) the best procedure is for the teacher to supply the answer and get all students to enter it in. It is, of course, clear that no help will be given to students when answering the tests (as opposed to the questionnaires).

10. Where students are requested to give a quantitative response to an item, e.g. number of hours of homework, these are to be coded to the nearest whole hour, year, etc.

11. Where a response of zero or none is given to a questionnaire item, this is to be coded 0 on the punch card. Where an individual has failed to record a questionnaire item, the appropriate column should be left blank. The distinction between a blank and a zero is an important one.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

12. Whatever coding or punching schemes are being used in the coding of responses, minimum and maximum values for each variable are set forth in the interpretational coding scheme. Where a student indicates a response which is greater than the maximum value, it is to be coded as the maximum value. Thus, if the maximum value for a certain variable is 25, a response of 30 would be coded as 25, since 25 means 25 or more.